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ABSTRACT

A 1985-1990 equal educational opportunity plan for Maryland is presented to further integration of public institutions and to enhance traditionally black institutions (TBIs). After considering the legal background and earlier equal educational opportunity plans, the following areas are addressed: the organization and structure of Maryland state colleges; student enrollment; school staff and governing boards; and implementation and monitoring of the plan. Specific topics include: institutional missions, program duplication, program development, community college enrollments, increasing the number of other-race freshmen at traditionally white institutions, increasing the number of other-race freshmen at TBIs, black enrollment in graduate and professional schools, undergraduate and graduate/professional level recruitment measures, undergraduate retention, mobility between two- and four-year institutions, student financial aid, college employment, and full-time faculty and staff by race at each institution. Operating budget enhancements for four TBIs are specified, along with projected capital expenditures by TBIs. Data are also provided on enrollments in specific college programs at each institution. Information on the methodology used in student enrollment projections is appended. (SW)

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A Plan to Assure Equal Postsecondary Educational Opportunity 1985-1989

June 1985

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Maryland State Board
for Higher Education

HE 01 8 P94

State of Maryland — A PLAN TO ASSURE EQUAL POSTSECONDARY EDUCATIONAL OPPORTUNITY 1985-1989

STATE OF MARYLAND

PLAN TO ASSURE EQUAL POSTSECONDARY EDUCATIONAL OPPORTUNITY 1985-1989

June, 1985

State Board for Higher Education
16 Francis Street
Annapolis, Maryland 21401

State of Maryland

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HARRY HUGHES
GOVERNOR

STATE OF MARYLAND
EXECUTIVE DEPARTMENT
ANNAPOLIS, MARYLAND 21404

June 28, 1985

Mr. Harry M. Singleton
Assistant Secretary of Education
for Civil Rights
United States Department of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Dear Mr. Singleton:

I hereby submit the State of Maryland's Plan to Ensure Equal Post-Secondary Educational Opportunity: 1985-1990, which I formally endorse. It is my understanding that Dr. Sheldon H. Knorr, Maryland Commissioner for Higher Education, submitted the Plan in draft form to your office on April 22, 1985 and that you subsequently indicated your informal acceptance of the Plan.

This Plan affirms Maryland's genuine, long-standing commitment to ensure equal public educational opportunity by furthering the integration of the State's public universities and colleges and by enhancing its traditionally Black institutions. I am confident that the expected cooperative relationship between the Maryland's higher education leaders and the Office for Civil Rights will pave the way for good faith implementation of the commitments, goals, and measures contained in the Plan.

I look forward to receiving your formal acceptance of the Plan.

Sincerely,

Harry Hughes

Governor

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY FOR CIVIL RIGHTS

AUG 7 1985

Honorable Harry Hughes
Governor of Maryland
Annapolis, Maryland 21404

Dear Governor Hughes:

I am pleased to inform you that the Office for Civil Rights (OCR) has accepted Maryland's statewide higher education desegregation plan as meeting the requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d) and the Department of Education's Revised Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education. This acceptance is based on the allocation of adequate funding for implementing the policies, programs, and other actions contained in the State's plan, and on the submission of appropriately revised institutional plans in the areas of employment and student recruitment.

The plan consists of the document entitled Plan to Assure Equal Postsecondary Educational Opportunity, 1985-1989 (dated April, 1985 and submitted by letter dated June 28, 1985) and the three appendices listed therein.

It is understood that the implementation of the plan will commence immediately and will proceed at the most expeditious rate feasible. As indicated in the Revised Criteria, OCR will monitor Maryland's implementation of its plan and the results achieved. We will review the narrative and statistical reports referred to in the plan, and will continue to conduct periodic on-site compliance reviews to ascertain firsthand the effectiveness of the plan.

I would like to express my gratitude to Dr. Sheldon H. Knorr, Commissioner for Higher Education, and to the many other State officials who worked diligently to develop Maryland's plan. Through the continued commitment of the State, I believe that Maryland's plan will result in the elimination of the remaining vestiges of the State's formerly segregated education system, and will increase educational opportunities for black citizens in public higher education throughout the State.

OCR looks forward to working with Maryland officials during the next several years to achieve our mutual goals.

Sincerely,

Harry M. Singleton
Assistant Secretary
for Civil Rights

cc: Dr. Sheldon H. Knorr

I. INTRODUCTION

A. Legal Background

In 1969 and 1970, the Office for Civil Rights (OCR) of the United States Department of Health, Education and Welfare (which has been succeeded by the Department of Education) notified ten states - Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Pennsylvania and Virginia - of its view that they had not dismantled their statewide dual systems of public higher education. OCR also alleged with respect to each state that it had failed to adopt measures necessary to overcome the effects of past segregation and required each state to file a statewide plan for the desegregation of its public higher education system.

In 1969 Maryland submitted the "State of Maryland Plan for Achieving a More Representative Racial Balance Among the Four-Year Public Institutions of Higher Learning." OCR subsequently requested that certain revisions be made in the submitted plan. Revisions were made by the State, and the plan was resubmitted in December, 1970. Further communication from OCR was not forthcoming.

Concurrently in 1970, the NAACP Legal Defense Fund initiated a lawsuit, Adams v. Richardson, to compel OCR to take additional action to enforce the provisions of Title VI of the Civil Rights Act of 1964.* In February 1973, the Adams litigation resulted in a ruling by the U.S. District Court for the District of Columbia requiring that OCR take enforcement action against the states. On appeal by OCR, the U.S. Court of Appeals for the District of Columbia Circuit modified the District Court's order and directed OCR to attempt to secure acceptable desegregation plans from the states prior to initiating enforcement proceedings.

In March 1973, more than two years after the last communication with Maryland, OCR requested information from the State to determine compliance with Title VI of the Civil Rights Act of 1964. The information was furnished. Subsequently, the State was notified in May 1973 that, in the opinion of OCR, the public higher education institutions were not in compliance with Title VI in the opinion of OCR. The State was requested to submit a new desegregation plan by June 1973.

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*Title VI of the Civil Rights Act of 1964 provides: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program of activity receiving Federal financial assistance."

Governor Mandel appointed a bi-racial Task Force of 12 members to develop a desegregation plan for the public postsecondary education institutions. The Plan was submitted to OCR in February 1974. OCR requested certain revisions of the Plan and in May 1974 the State provided an "Addendum to the Maryland Plan". The Plan was accepted by OCR on June 19, 1974. The Maryland Council for Higher Education (MCHE) was designated as the agency to coordinate the implementation of the 1974 Plan.

In August, after the State had submitted its "First Mid-Year Desegregation Status Report" to OCR, the State was informed that it had failed, in OCR's opinion, to execute its plan "promptly and vigorously" and that unless certain actions were taken within 30-60 days, enforcement actions would be initiated. Several meetings between representatives of the State and OCR followed in an attempt by the State to develop a better working relationship which would allow the State to implement its 1974 Plan consistent with available resources and Statewide priorities. These meetings gave the State reason to believe that such a relationship was being established.

However, in December 1975, OCR informed the State that it was referring the matter to HEW's Office of General Counsel requesting that administrative fund termination proceedings against the State be initiated. In January 1976, before the administrative process began, the State brought suit against OCR in the U.S. District Court for the District of Maryland alleging that OCR was failing to enforce Title VI in an appropriate and lawful manner and seeking an injunction restraining OCR from initiating any administrative fund termination proceedings until it first complied with the requirements of Title VI.

After the development of an extensive record and full consideration of the arguments advanced by the respective parties, Chief Judge Edward S. Northrop granted a preliminary injunction against OCR on March 9, 1976. This injunction specified steps required to be taken by OCR before the commencement of any administrative fund termination proceedings. These steps included:

1. Adopting and promulgating administrative regulations setting forth specific standards for compliance with Title VI in the administration of programs of federal financial assistance by institutions of higher education;

2. Making a separate analysis of each program of federal financial assistance to determine the existence of any non-compliance in its administration at any particular institution; and

3. Making good faith effort in the event of any non-compliance, to achieve compliance by voluntary means in each such program and, in this connection,

specifying the actions that OCR viewed as necessary to remedy the alleged non-compliance.

Subsequently, OCR appealed the decision to the U.S. Court of Appeals for the Fourth Circuit. Initially, on August 9, 1977, the Court of Appeals ruled four to three that while Judge Northrop had properly enjoined OCR, the requirements he imposed for further OCR action were too extensive. In the view announced as being subscribed to by four members of the court, OCR's systemwide approach was proper and thus all that was required of OCR was the publication of criteria for acceptable desegregation plans and an opportunity for the State to submit a new plan. Three members of the court were in favor of affirming Judge Northrop's injunction without modification. Because the decisive vote to create the 4 to 3 split in the court had been cast by a judge who had died three months before the decision was handed down, the State asked the court to reconsider its decision. The appellate court then ruled that it had improperly counted the deciding vote, leaving the court evenly divided on whether to modify or affirm Judge Northrop's injunction. The legal effect of this equal division was to affirm Judge Northrop's decision, and the case was remanded to him.

After a lengthy hiatus during which OCR had not sought to advance its defense of the case, State and federal officials renewed discussions in 1982, following Maryland's development and adoption of the State's "Equal Educational Opportunity Plan for 1980-85." These negotiations reached a fruitful climax in Spring 1985 with Maryland's adoption and OCR's acceptance of the State's "Plan to Assure Equal Postsecondary Educational Opportunity 1985-1989." Mutual agreement on all features of the 1985-1989 Plan thus enabled the State and OCR to concentrate on resolving the underlying litigation. At a hearing before Judge Northrop on June 3, 1985, Maryland and OCR (and their respective counsel) executed, and the Court approved, a settlement agreement that confirms that the Plan conforms fully with Title VI of the Civil Rights Act. The settlement documents also ensure that throughout the five year life of the Plan no additional requirements or changes will be unilaterally imposed, and that any dispute will be handled in a reasonable and predictable fashion. As a result of the settlement, (which is reflected in a stipulation of dismissal available in the offices of the SBHE or the Attorney General), the long-standing dispute between Maryland and OCR is essentially concluded.

B. Maryland's Equal Education Opportunity Plan Through 1985

Despite the lengthy litigation and effect of the preliminary injunction against OCR, Maryland continued to identify equal educational opportunity issues and to take action to deal with them. Beginning in 1975 the State began publishing annual reports of its progress in implementing its plan, which was accepted by OCR in 1974. Maryland also has implemented sophisticated data systems for collecting information concerning student enrollments,

degrees awarded, and employees by race. As a result, several major studies with consequences for equal educational opportunity planning and evaluation have been carried out.

Prior to the expiration of the 1974 Plan, the State of Maryland began a process to develop a new five-year plan. The State Board for Higher Education appointed a multi-racial task force of governmental and educational leaders which recommended a Plan to the SBHE. The SBHE adopted the State's "Equal Educational Opportunity Plan for 1980-85" in December 1980. The SBHE as well as the Task Force that drafted this Plan believed that it met all requirements of Title VI, as well as OCR's "Revised Criteria" of 1978.

The Plan for 1980-1985 contains goals in seven major areas: (1) undergraduate accessibility, (2) graduate and first-professional accessibility, (3) enrollment in specific disciplines in which black students are underrepresented, (4) student financial aid, (5) employment, (6) representation on governing boards, and (7) enhancement of traditionally black institutions. In this latter area the Plan provided for the SBHE to undertake study of the needs of the State's traditionally black institutions to determine what actions and resources were required to enhance them. The SBHE completed a comprehensive study of specific needs of Maryland's four traditionally black campuses in August 1981. Recognition of the importance of enhancing traditionally black institutions has placed Maryland in the forefront of a national effort to ensure the survival of these campuses. The enhancement study also has provided the State with a framework in which to make decisions concerning its future commitments to these institutions.

The 1980-1985 Plan represents a strong commitment on the part of the State and Maryland public higher education institutions to assure equal educational opportunity for all citizens as well as to make the State's traditionally black institutions more attractive to students of all races. Consequently, the components of the 1980-1985 Plan provide a sound foundation upon which to base the State's Plan for the next five years.

C. Maryland's Equal Education Opportunity Plan Through 1989

The current Plan for 1985-1989 furthers two principal objectives: (1) continued integration of Maryland's traditionally white institutions through a portfolio of enrollment goals, recruitment measures, retention efforts and affirmative action plans; and (2) enhancement of Maryland's traditional black institutions to ensure that they are comparable and competitive with the traditionally white institutions with respect to capital facilities, operating budgets, and new academic programs. The format and sequence of the Plan for 1985-1989 essentially conforms to OCR's "Revised Criteria."

The current Plan explicitly incorporates many of the commitments and measures contained in the 1980-1985 Plan. However, the enrollment goals and enhancement commitments pertaining to the four-year public institutions are new and, as such, effectively supersede comparable features contained in the previous Plan.

Finally, there are three important points worth underscoring that are intended to guide the interpretation and implementation of the 1985-1989 Plan.

- The termination date for the Plan is the conclusion of the academic year 1989-1990, which essentially corresponds to the State's fiscal year concluding June 30, 1990. The target for achievement of the enrollment goals is Fall 1989, while the concluding timeframe for the fiscal commitments is the 1989 Maryland General Assembly session with respect to the 1990 fiscal year. Thus, all specific references in the text of the Plan to "1989" are qualified by this explanation.

- In keeping with the "Revised Criteria" and the mutual understanding of Maryland and OCR, the discrete commitments contained in the Plan dealing with numerical goals and timetables represent indices by which to govern and measure good faith progress toward achieving the objectives of the Equal Educational Opportunity Plan. These goals are not intended nor shall they be construed as quotas. Failure to achieve a goal is not sufficient evidence, standing alone, to establish deviation from the Plan or a violation of Title VI.

- "Good faith efforts" refers to actions that a reasonably prudent administrator would undertake in furtherance of a legal obligation, and this is the level of effort to which Maryland public higher education officials are committed in carrying out the steps and measures specified in this Plan.

II. THE ORGANIZATION AND STRUCTURE OF PUBLIC HIGHER EDUCATION IN MARYLAND

Maryland has fifty-six institutions of higher education, thirty-two of which are in the public sector. Thirteen of the public institutions offer programs leading to baccalaureate or higher degrees; four of these are traditionally black - Bowie State College, Coppin State College, Morgan State University, and the University of Maryland Eastern Shore (UMES). Currently, all of Maryland's institutions together enroll almost 234,000 degree credit students; of these, about 202,000 are enrolled in public institutions. The four traditionally black institutions have a combined enrollment of over 10,200.

A. Institutional Missions

Maryland has what is commonly referred to as a tripartite system of higher education. Under this arrangement there are three basic types of institutions. Each of three institutional segments is responsible for carrying out a distinct mission.

(1) The two-year segment is made up of 17 community colleges with a total of 19 major campuses. Each community college has its own local governing board. Board members are appointed by the Governor except in the case of the Community College of Baltimore, whose Board is appointed by the Mayor of Baltimore. The community college segment is coordinated by the State Board for Community Colleges. Community colleges have sole responsibility in the public sector for associate degree and lower division certificate programs and offer transfer coursework at the freshman and sophomore level only. Local funding for community colleges is determined by the political subdivisions in which they are located. State funding also is provided for community colleges based on a legislated formula.

(2) The State University and College segment consists of six institutions, five of which are former teachers colleges. Bowie and Coppin are part of this group of institutions. A state-level board, the Board of Trustees of the State Universities and Colleges, whose membership is appointed by the Governor, governs the institutions in this segment. With the exception of the University of Baltimore the institutions in this segment offer programs leading to bachelor's and master's degrees. The University of Baltimore, formerly a private institution, has a law school in addition to bachelor's and master's programs.

(3) The University of Maryland System is governed by the Board of Regents of the University of Maryland whose members are appointed by the Governor. This segment consists of five campuses including UMES. The University of Maryland is authorized to offer programs at the bachelor's, master's, doctoral, and first-professional levels.

Two State institutions, Morgan State University and St. Mary's College of Maryland, have their own governing boards. Morgan formerly was part of the State University and College system. It was given its own governing board during the mid-1970s in order to promote its development as an urban-oriented doctoral-granting/research institution. At the same time its name was changed from Morgan State College. Morgan State University is the only institution in the public sector other than the University of Maryland which is authorized to award the doctorate.

The State Board for Higher Education, composed of 12 members appointed by the Governor, was created in 1976 and given general responsibility for coordinating the development of postsecondary education in the State. The Board's specific statutory responsibilities include development of an overall plan for postsecondary education in the State, approval of collegiate and proprietary institutions to operate, approval of new degree programs at public institutions, development of operating and capital budget recommendations for presentation to the Governor and Legislature, and collection and analysis of information necessary to carry out its responsibilities. The SBHE is also responsible, by executive order, for developing and evaluating the State's Equal Educational Opportunity Plan.

One of the major responsibilities of the State Board for Higher Education is development of a statewide plan. The Board adopted the "Maryland Statewide Plan for Postsecondary Education" in July 1978 and has updated it each year since. Each year's update provides an analysis of the extent to which each campus is meeting its mission objectives.

The State Plan indicates at what level each campus may offer degrees. It also specifies broad academic fields, in addition to the arts and science core, in which each campus may propose programs in the future. Campuses within a given region have different future academic emphases. Future areas of concentration for the traditionally black campuses are as follow:

Bowie - public affairs and services, allied health;

Coppin - human resource services, education specialties;

Morgan - business, transportation, urban affairs, international studies, engineering;

UMES - agriculture, environmental science, technology, allied health.

Currently Maryland is reviewing the Statewide Plan to identify new and continuing issues and to make provisions for dealing with them. Identification of institutional missions is an important component of this review.

OBJECTIVE #1

THE STATE IS COMMITTED TO REVIEW PERIODICALLY CAMPUS MISSIONS TO ENSURE THAT THEY APPROPRIATELY MEET IDENTIFIED NEEDS AND ARE NOT UNNECESSARILY DUPLICATIVE.

B. Enhancement of Historically Black Institutions.

Maryland took substantive actions to enhance its traditionally black institutions well before it became federal policy to encourage it. The State recognized at an early stage that many of the policies being promoted to encourage better integration on traditionally white campuses might be detrimental to the viability of black campuses. Therefore, for many years Maryland has provided its traditionally black institutions with high levels of resources in comparison to those provided traditionally white institutions. It also has given high priority to program development at traditionally black campuses. In addition, a comprehensive enhancement study was carried out to identify the specific needs of black campuses. The State's recent enhancement efforts, are documented in some detail in the report entitled "The Enhancement of Traditionally Black Institutions in Maryland."*

Operating Budgets. For at least the past 15 years, traditionally black institutions consistently have expended more funds per FTE student and have received a higher percentage of their total revenues from State General funds than have all public four-year institutions on the average. Since the SBHE has been in existence, they also have come closer to receiving the amount of funding recommended by the SBHE's funding guidelines than all public four-year institutions on the average.

National data reflect the high levels of State funding provided to Maryland's traditionally black institutions relative to the State's historically white institutions. According to financial data collected through the Higher Education General Information Survey (HEGIS) by the U. S. Department of Education's National Center for Education Statistics (NCES), each of Maryland's traditionally black institutions ranks above the 70th percentile nationally among all campuses (both black and white) with comparable levels of degree offerings in terms of State appropriations per full-time equivalent (FTE) student. On this measure, UMES is the highest ranked campus in the country (99th percentile) and Bowie is the eighth highest ranked (93rd percentile). Morgan falls at the 77th percentile and Coppin at the 71st percentile. By comparison, Maryland's historically white institutions in their respective categories of comparable campuses range from a high rank of only the 67th percentile to a low rank

*This document was submitted to OCR by letter dated February 24, 1984, and follow-up details were furnished by letter dated February 25, 1985.

of the 11th percentile, with the median ranking being the 36th percentile.

The Enhancement Study carried out by the State identified specific requirements of TBI's above the levels provided by normal operating budget allocations. Enhancement funds already have begun to be allocated to institutions. In FY83, the historically black institutions received $972,750 in funds to support enhancement.

OBJECTIVE #2

MARYLAND IS COMMITTED BEGINNING WITH FY 1985 TO SPEND $11.7 MILLION OVER AND ABOVE NORMAL OPERATING BUDGET LEVELS FOR THIS PURPOSE BY 1989. THE AMOUNT WILL BE ALLOCATED TO THE INSTITUTIONS AS FOLLOWS.

BOWIE STATE COLLEGE	$ 1,116,594
COPPIN STATE COLLEGE	716,048
MORGAN STATE UNIVERSITY	6,312,600
UNIVERSITY OF MARYLAND EASTERN SHORE	3,621,744
TOTAL	$11,766,986

As shown in Table 1, these operating funds will be used to upgrade equipment and supplies; provide for faculty development in the areas of science, mathematics, computers, social science, business, education, nursing, humanities, agriculture, human ecology, hotel/restaurant management; and improve libraries, student services, and land grant activities.

Capital Budgets. During the past 15 years, traditionally black institutions consistently have been appropriated funds per full-time day-equivalent (FTDE) student at or above the average level for all public four-year campuses. All TBI's currently have more facility space per FTDE than the average for all public four-year institutions.

OBJECTIVE #3

IN ADDITION TO THE OPERATING BUDGET ENHANCEMENTS, MARYLAND IS FURTHER COMMITTED TO SPEND BY 1989, $64.7 MILLION IN CAPITAL IMPROVEMENTS FOR THE ENHANCEMENT OF THE STATE'S HISTORICALLY BLACK INSTITUTIONS. Table 2 presents a detailed listing by institution of these capital projects. Planning for several of the projects listed in this table is already underway. Anticipated completion dates for other projects are shown. All projects listed in Table 2 are considered to have high priority by virtue of being included in the Governor's Five-Year Capital Budget.

C. Program Duplication.

There is little unnecessary program duplication among Maryland public institutions, even among those located in close proximity to one another. Those areas in which there is duplication generally fall into two categories: (1) core undergraduate arts and science programs and (2) programs in which there is high student interest and large enrollments. One area which is an exception to this pattern is teacher education, which formerly was a heavily enrolled area.

OBJECTIVE #4

IN COOPERATION WITH THE INSTITUTIONS AND THE SEGMENTS, THE SBHE WILL EVALUATE THE POSSIBILITIES OF DEVELOPING "CENTERS OF EXCELLENCE" IN TEACHER EDUCATION WHICH WILL BE SPECIFIC TO A CAMPUS AND NOT DUPLICATED AT ANOTHER INSTITUTION. BASED ON THIS EVALUATION, MARYLAND IS COMMITTED TO ESTABLISH AND HAVE THESE CENTERS IN OPERATION BY JULY 1, 1988.

IN ADDITION TO THE TEACHER EDUCATION STUDY, MARYLAND IS COMMITTED TO ASSESS PROGRAMS IN OTHER DISCIPLINES IN WHICH BOTH ENROLLMENTS AND THE NUMBER OF AWARDS HAVE DECLINED BY MORE THAN 25% DURING THE PAST SEVEN YEARS. THESE STUDIES WILL INCLUDE RE-ASSESSMENT OF EXISTING PROGRAMS, PRESENT ENROLLMENTS, STUDIES OF DEMOGRAPHIC AND ENROLLMENT CHANGES, AND ADDITIONAL INFORMATION FROM THE INSTITUTIONS INVOLVED. BASED ON THIS INFORMATION, MARYLAND, WITH FULL PARTICIPATION BY THE SEGMENTS, WILL MAKE, WITHIN 12 MONTHS AFTER THE ACCEPTANCE OF THE PLAN, SPECIFIC RECOMMENDATIONS TO DEAL WITH EDUCATIONALLY UNNECESSARY PROGRAM DUPLICATION; IMPLEMENTATION WILL BEGIN IMMEDIATELY THEREAFTER AND WILL BE ACCOMPLISHED AS SOON AS PRACTICABLE. Table 3 presents a list of the programs which will be assessed. The State believes that the institutional missions identified in the Statewide Plan are sufficiently specific to provide a sound basis for avoiding the approval of unnecessarily duplicative programs in the future.

D. Program Development.

Maryland has given priority to placement of new academic programs at historically black campuses. As shown in Table 4, Maryland has, since 1976, implemented 47 new academic programs at traditionally black institutions. Of these, 18 have been in scientific or technical fields and 16 have been at the graduate level. These programs have been important additions to campus inventories not only because they have enhanced the reputations of the institutions, but also because they have increased the "other race" presence on these campuses. The majority of programs implemented to date are in fields of study which are currently highly attractive to students and which are likely to remain so for the foreseeable future. The State believes that the single most important action it can take to enhance the TBI's is to ensure that these recently-implemented programs be of the highest

possible quality. A reputation for high quality offerings will contribute significantly to the long-term attractiveness of these campuses.

OBJECTIVE #5

MARYLAND IS COMMITTED TO IMPLEMENT, BY 1989, 25 ADDITIONAL NEW ACADEMIC PROGRAMS AT THE TRADITIONALLY BLACK INSTITUTIONS. Table 5 presents a listing of new academic programs planned for the traditionally black institutions. The implementation of these programs will bring to 72 the number of new academic programs developed at TBI's since 1976.

E. Changes in the State System or Institutional Mission

OBJECTIVE #6

THE STATE IS COMMITTED TO NOTIFY THE OFFICE FOR CIVIL RIGHTS OF ANY CHANGES IN THE STATE SYSTEM OF HIGHER EDUCATION OR IN INSTITUTIONAL MISSIONS IF THEY ARE PROJECTED TO AFFECT NEGATIVELY THE ACHIEVEMENT OF THE GOALS OF THIS EQUAL EDUCATIONAL OPPORTUNITY PLAN.

III. STUDENT ENROLLMENT

Maryland has made commendable progress in increasing the number of "other race" students on its campuses during the past 15 years under both the 1974 and 1980 State desegregation plans. However, major additional changes are likely to be difficult to achieve in the future due to a number of factors such as already-equal college-going rates for black and white high school graduates and a declining student pool. Nevertheless, the State is committed to furthering the integration of its student enrollment through specific actions in a number of areas.

A. Parity in College-Going Rates

In 1982, similar percentages of black (32.4%) and white (30.3%) Maryland high school graduates entered public institutions of higher education in the State directly following graduation. It is important to note that Maryland does not "track" black students into community colleges; in 1982, only 48% of all black full-time freshmen were enrolled in 2-year institutions (the comparable figure for all other full-time freshmen was 52%).

OBJECTIVE #7

MARYLAND IS COMMITTED TO THE CONTINUATION OF PARITY IN THE PROPORTION OF BLACK AND WHITE HIGH SCHOOL GRADUATES ENROLLING IN PUBLIC HIGHER EDUCATION INSTITUTIONS IN THE STATE.

B. Community Colleges

In Maryland, community colleges have well defined service areas. With the exception of regional campuses, a community college service area is the county where it is located. The service area for the Community College of Baltimore is Baltimore City. Local governments are a major source of financial support to these colleges. Therefore, the enrollment of community colleges should reflect the racial composition of their service areas.

OBJECTIVE #8

MARYLAND IS COMMITTED TO THE GOAL THAT THE PROPORTION OF FIRST-TIME FULL-TIME FRESHMEN ENROLLED IN EACH COMMUNITY COLLEGE WHO ARE BLACK SHALL BE (OR CONTINUE TO BE) AT LEAST EQUAL TO THE PROPORTION OF BLACK PUBLIC HIGH SCHOOL GRADUATES OF THE COMMUNITY COLLEGE SERVICE AREA;

FURTHER, THE STATE IS COMMITTED TO THE GOAL THAT THE RACIAL COMPOSITION OF THE PART-TIME ENROLLMENT IN EACH COMMUNITY COLLEGE SHALL REFLECT (OR CONTINUE TO REFLECT) THE RACIAL COMPOSITION OF THE COMMUNITY COLLEGE SERVICE AREA.

Tables 6 and 7 show enrollment data for Maryland community colleges for Fall 1983.

C. Undergraduate Enrollment

OBJECTIVE #9

MARYLAND IS COMMITTED TO THE 1989 GOAL THAT THE PROPORTION OF OTHER-RACE FIRST-TIME, FULL-TIME FRESHMEN ENROLLED IN THE PUBLIC FOUR-YEAR INSTITUTIONS SHALL BE 15% AT TRADITIONALLY WHITE INSTITUTIONS AND 19% AT TRADITIONALLY BLACK INSTITUTIONS.

(1) Increasing Other-Race Presence at Traditionally White Institutions

Traditionally white institutions have made a great deal of progress in enrolling black students. Currently about half of all black students receiving bachelor's degrees graduate from traditionally white institutions, an increase from about one quarter less than ten years ago. The above commitment affirms the goal of increasing the number of black first-time, full-time freshmen at traditionally white institutions (TWI's) from 944 in the fall of 1982 to 1,238 by the fall of 1989.

The goal of 1,238 black first-time, full-time freshmen at the TWI's in the fall of 1989 is a goal which represents the greatest desegregation possible, taking into account the following factors: (1) the goal represents a substantial increase in the percentage of black first-time, full-time students attending TWI's (11% to 15%); (2) it reflects the projected decline in all high school graduates from 61,578 (1982) to 54,264 (1989) and a corresponding decline in black high school graduates from 12,870 (1982) to 11,395 (1989); (3) the goal reflects the constant percentage of black high school graduates going to four year State colleges and universities (1980 - 20.7%; 1981 - 20.9%; 1982 - 19.6%); (4) the goal reflects the equal rates at which black and white high school graduates attend Maryland colleges and universities; (5) the goal represents a substantial increase in the percentage of black high school graduates enrolling in State colleges and universities who attend TWI's (39% to 49%); and (6) the goal reflects Maryland's concern that the goals for the TWI's not be so high that, if they are achieved, the viability of the traditionally black institutions would be threatened. Maryland believes that each additional black student at a TWI essentially represents one less black student likely to attend a TBI, because of the relatively constant percentage of black high school graduates attending four-year institutions and because of the declining numbers of black (as well as white) high school graduates. Appendix A describes the methodology employed in the projections used in setting these goals.

Maryland's commitment to increase the number of black freshmen in TWI's by 1989 means that each TWI must individually increase the number of black students attracted to the institution as shown below.

NEW FULL-TIME FRESHMEN
TRADITIONALLY WHITE INSTITUTIONS

	Fall 1982 Total N	Fall 1982 Black N	Fall 1982 Black %	Fall 1989 Goals Total* N	Fall 1989 Goals Black N	Fall 1989 Goals Black %	Diff Fall89/ Fall82
Frostburg	736	72	10%	668	82	12%	10
Salisbury	659	42	6%	598	72	12%	30
Towson	1609	214	13%	1459	267	18%	53
St. Mary's	320	16	5%	290	36	12%	20
UMBC	1415	198	14%	1285	231	18%	33
UMCP	4189	402	10%	3820	550	14%	148
All TWI's	8928	944	11%	8120	1238	15%	294

*SBHE Projections (September 1983)

The undergraduate enrollment of two public institutions, University of Maryland at Baltimore and the University of Baltimore, is composed solely of transfer students. Maryland is committed to maintain or achieve at a minimum the following proportion of full-time undergraduate students who are black enrolled at these institutions.

FULL-TIME BLACK UNDERGRADUATES

	Total	1983 N Black	1983 % Black	1989 Goal* % Black
UB	990	203	21%	16%-17%
UMAB	1046	81	8%	12%

* UB and UMAB's goals are based on the percentage of black students among all full-time upper division undergraduates in public institutions (in fall 1984 it was 15%); the current attractiveness of business programs (UB's major thrust); and the historical underrepresentation of blacks in health-related fields (the only majors offered by UMAB at the undergraduate level).

(2) Increasing Other Race Presence at Traditionally Black Institutions

OBJECTIVE #10

MARYLAND IS COMMITTED TO INCREASE THE NUMBER OF OTHER-RACE FRESHMEN IN TBI'S BY 1989. THIS MEANS THAT EACH TBI MUST INDIVIDUALLY INCREASE THE NUMBER OF OTHER-RACE STUDENTS ATTRACTED TO THE INSTITUTIONS AS SHOWN IN THE FOLLOWING CHART:

NEW FULL-TIME FRESHMEN
TRADITIONALLY BLACK INSTITUTIONS

	Fall 1982			Fall 1989 Goals			Diff
	Total N	Other Race N	%	Total* N	Other Race N	%	Fall89/ Fall82
Bowie	256	39	15%	234	68	29%	29
Coppin	321	34	10%	323	48	15%	14
Morgan	850	26	3%	772	116	15%	90
UMES	274	52	19%	250	62	25%	10
All TBI's	1735	151	9%	1579	294	19%	143

*SBHE Projections (September 1983)

D. Graduate and First-Professional Enrollment

With respect to graduate and first-professional enrollment, Maryland is committed to the following goal.

OBJECTIVE #11

THE PERCENTAGE OF BLACK STATE RESIDENTS WHO GRADUATE FROM UNDERGRADUATE INSTITUTIONS IN THE STATE SYSTEM AND ENTER GRADUATE STUDY OR PROFESSIONAL SCHOOLS IN THE STATE SYSTEM SHALL BE OR CONTINUE TO BE AT LEAST EQUAL TO THE PERCENTAGE OF WHITE STATE RESIDENTS WHO GRADUATE FROM UNDERGRADUATE INSTITUTIONS IN THE STATE SYSTEM AND ENTER SUCH SCHOOLS. Table 8 portrays Maryland's status with respect to this goal as of fall 1982.

OBJECTIVE #12

OVER AND ABOVE THE FOREGOING GOAL, MARYLAND IS COMMITTED TO ACHIEVE (OR MAINTAIN) BY 1989 THE FOLLOWING PERCENTAGES OF BLACK GRADUATE ENROLLMENT BY SEGMENT.

FIRST-TIME GRADUATE ENROLLMENT*

	1989 GOALS % BLACK	1983 % BLACK
BTSUC	20-24%	19%
MORGAN STATE UNIVERSITY	50%	50%
UNIVERSITY OF MARYLAND	10-12%	5%
ALL INSTITUTIONS	15-18%	9%

*"Less than one year" data were used in lieu of first-time enrollment.

OBJECTIVE #13

Maryland has achieved major gains in black enrollment in professional schools. THE STATE IS COMMITTED TO MAINTAIN OR TO ACHIEVE AT LEAST THE FOLLOWING PROPORTION OF BLACK ENROLLMENT IN THE ENTERING CLASS OF THE STATE'S PROFESSIONAL SCHOOLS.

PROFESSIONAL SCHOOLS ENTERING CLASSES

	1989 GOALS* % BLACK	FALL 1983 % BLACK	FALL 1979 % BLACK
LAW			
UNIVERSITY OF BALTO	10%	3%	4%
UMAB	10-15%	22%	13%
MEDICINE (UMAB)	10-12%	11%	7%
DENTISTRY (UMAB)	10-12%	13%	5%

* Law schools goals are based on the percentage of blacks among all bachelor's degree recipients from public institutions, which has averaged 14% over the last five years. Medicine and dentistry schools goals are based on the percentage of blacks among all biological and physical sciences bachelor's degree recipients from public institutions, which has averaged 11% over the last five years.

E. Recruitment Measures

(1) Undergraduate Recruitment

Each public institution currently has activities planned on an annual basis to recruit other-race students. The most widely used recruitment activities include visits to high schools, participation in college nights, visits to area community colleges, and direct mailings to potential students. Most of the institutions also make use of currently-enrolled black students and/or black alumni in the recruitment process, e.g., Towson, Salisbury, Frostburg, UMES. The University of Maryland - College Park makes particularly extensive use of black alumni to identify potential black students.

As a recruitment measure as well as a means of assisting students in making their college plans, the SBHE annually has published a comprehensive guide to higher education in Maryland. Prior to 1983 it was distributed to high school guidance counselors and libraries. Beginning in 1984 it was printed in tabloid format and distributed to all high school juniors and seniors in the State. Students are encouraged to give the publication to their parents. In addition to general information, the Guide lists both public and private financial aid sources and procedures for applying for aid in the major programs. A detailed profile also is included for each campus. Finally, the Guide contains a statewide listing of academic programs by subject area in order to encourage students to choose a campus on the basis of the programs it has available. An evaluation of the "Guide" found that it was extremely well received by students, parents, and counselors. The State will continue to publish this type of information for high school students in the future.

(2) Graduate and First-Professional Recruitment

Each institution plans to continue its current activities and to expand its activities where possible. Many institutions have begun or are planning additional programs that involve junior and senior high school students, e.g., Morgan, Towson, Coppin, Bowie. Detailed descriptions of each institution's activities are included in Appendix B.

At the graduate/first-professional level, recruitment is mainly the responsibility of each department. Faculty, staff and students from Morgan, Towson, and University of Baltimore attend career and graduate school days and those from Bowie, UMAB make presentations to groups who are interested in specific fields. Direct mailings to students who have taken the appropriate entrance examinations are also used by UMCP and UMAB. The medical and dental schools of UMAB have extensive recruitment programs that begin with junior high school students and extend to the pre-med/pre-dent clubs at the colleges. Each institution uses the Other-Race Grant Program for graduate and professional school students as a means of attracting other-race students. A further

description of institutions' graduate and first professional recruitment activities are included in Appendix B.

(3) Recruitment of Blacks into Technical/Scientific Fields

OBJECTIVE #14

CONSIDERING THE EVER-GROWING EMPLOYMENT OPPORTUNITIES IN TECHNICAL/SCIENTIFIC FIELDS IN WHICH HISTORICALLY BLACKS HAVE BEEN UNDERREPRESENTED, MARYLAND IS COMMITTED TO ENSURING THAT FOUR-YEAR INSTITUTIONS FOCUS SPECIAL RECRUITMENT EFFORTS ON ENROLLING AND GRADUATING BLACK STUDENTS IN TECHNICAL/SCIENTIFIC AREAS AT THE UNDERGRADUATE AS WELL AS THE GRADUATE LEVEL.

Recruitment of blacks into fields where they are under-represented is focused on contacting and counseling students who have expressed an interest in the sciences, architecture or computer science, e.g., Morgan, Bowie, Towson, UMCP. Institutions also devote special attention to contacting and counseling students who have high SAT scores or high grades in high school but may not have decided on a major, e.g., Coppin.

The School of Engineering and the School of Architecture at UMCP make extensive use of faculty and currently enrolled students in recruiting students to these areas. Both schools have black student organizations which participate in student recruitment. The School of Engineering has a Center for Minorities in Science and Engineering which works with junior and senior high school students.

The UMES-UMAB Honors Program represents an especially attractive means to attract black students to the science fields. UMES students who successfully complete the pre-medical or pre-dental track of the program are guaranteed places in the UMAB medical or dental school.

OBJECTIVE #15

MARYLAND IS COMMITTED TO REVIEW AND REVISE, AS APPROPRIATE, INSTITUTIONAL RECRUITMENT PLANS WITHIN 90 DAYS, AFTER ACCEPTANCE OF THIS PLAN.

F. Undergraduate Retention

The State has completed a major study of student retention by race and monitors the retention patterns of students by race on a continuing basis. At most institutions, the retention rates of black students are lower than those for whites. As with enhancement of traditionally black institutions, Maryland has been in the forefront nationally in recognizing retention of black students as a major problem.

OBJECTIVE #16

MARYLAND IS COMMITTED TO THE GOAL THAT EACH INSTITUTION SHALL BY 1989 EITHER ATTAIN EQUAL RETENTION RATES FOR BLACK AND WHITE REGULARLY ADMITTED STUDENTS OR IMPROVE BY 10 PERCENTAGES POINTS THE RETENTION RATES OF REGULARLY ADMITTED BLACK STUDENTS.

Each institution conducts a variety of activities to foster student retention. Most frequently these activities include the use of predictive indices for placement in freshmen classes, offering developmental courses in mathematics, reading and writing, tutorial services in specific courses, extensive counseling of students found deficient at mid-semester, and follow-up of non-returning students. Each institution has a learning resource center where students can seek assistance in basic skills and/or specific courses. Frostburg State College has a highly successful combination of retention activities including a program for Academic Support and Studies and a Student Special Services program. It is one of the few campuses where black retention rates are not lower than those for whites.

Many institutions have retention committees, e.g., Bowie, UMBC, UMES, UB, UMAB, Morgan. The UMCP Human Relations Office sponsors numerous activities to make the campus more hospitable to black students. Towson has offered a course on racism. Detailed descriptions of each institution's retention activities are included in Appendix B and are part of this Plan.

G. Mobility Between Two- and Four-Year Institutions

In Maryland, 48% of all full-time freshmen enrolled in public higher education institutions enroll in community colleges. Many of these students have as a goal the attainment of the bachelor's degree. Community colleges offer these students the first two years of college in settings which stress instruction, are geographically close to their home and relatively inexpensive, and which usually have extensive remedial education programs for those students requiring special assistance. It is important to ensure the mobility between community colleges and public four-year institutions. Maryland has a model articulation policy regulating the transfer between both types of institutions. Each four-year institution has articulation agreements with the various community colleges in the State. In general, these agreements insure that if a student follows a prescribed program at the community college level, all credits earned will be accepted at the four-year institution. Maryland has achieved parity in the proportion of black and white A.A. recipients from community colleges who transfer to four-year institutions (see Table 9). Two-thirds of black A.A. recipients who transfer to a four-year institution transfer to a TWI. The mobility between two and four-year institutions, therefore, also helps increase the enrollment of blacks in TWI's.

OBJECTIVE #17

THE STATE IS COMMITTED TO CONTINUE PARITY IN THE PROPORTION OF BLACK AND WHITE STUDENTS TRANSFERRING FROM COMMUNITY COLLEGES TO FOUR-YEAR INSTITUTIONS WHO HAVE COMPLETED THE A.A. DEGREE IN A TRANSFER PROGRAM OR WHO HAVE EARNED 56 CREDIT HOURS.

Articulation also occurs between four-year institutions. Many four-year schools which do not offer a particular program have articulation agreements with other four-year schools which offer the program. The State Colleges of Maryland have articulation agreements with the School of Engineering at the University of Maryland - College Park.

Another type of articulation agreement involves the four-year institutions and the professional programs offered by the University of Maryland - Baltimore City. The UMES - UMAB Honors Program is an example of this type of agreement. Other State Colleges (Bowie, Coppin) also have articulation agreements with the UMAB professional schools. Each institution's articulation agreements are included in Appendix C.

H. Student Financial Assistance

An important element of enhancing recruitment and retention efforts is adequate student financial assistance. Federal student aid to Maryland students has been stable in recent years despite rising costs. Hence, the State's role in this area has increased in importance. In recognition of this situation, the State substantially increased the size of its largest student aid program, the General State Scholarship Program, this past year. The number of awards in this program increased by 53% (from 4,712 to 7,200) while the amount of aid awarded increased by 63% (from $2,849,600 to $4,647,902). The uncertain future of federal financial aid programs suggests that State financial assistance will become even more important relative to federal programs in the future.

OBJECTIVE #18

THE STATE IS COMMITTED TO EVALUATE THE ADEQUACY OF THE GENERAL STATE SCHOLARSHIP PROGRAM ON A CONTINUING BASIS AND TO ENSURE THAT AWARDS ARE NOT MADE ON A DISCRIMINATORY BASIS.

In addition to promoting access to higher education for all students, financial assistance also may aid in the achievement of specific desegregation goals. Currently, Maryland has two such programs: (1) "Other Race" Grants and (2) grants for black students seeking graduate or professional degrees in fields in which blacks are underrepresented. The "Other Race" Grant Program is designed to encourage students at all levels of study to attend institutions where historically students of the opposite race have been in the majority. This year almost 2,100 awards totaling over $2M have been made through this program. The Graduate and

Professional School Grant Program is designed to encourage black students to undertake advanced study in fields in which blacks are underrepresented. One of the major long-range goals of this program is to increase the number of qualified black individuals from which future higher education faculty will be recruited. This year $100,000 has been awarded through this program.

OBJECTIVE #19

THE STATE IS COMMITTED TO CONTINUE TO SUPPORT, AS APPROPRIATE, SPECIFIC PROGRAMS OF STUDENT FINANCIAL AID FOR ASSISTING IN THE ACCOMPLISHMENT OF ITS DESEGREGATION GOALS.

IV. FACULTY, STAFF AND GOVERNING BOARDS

A. Institutional Employment

Tables 10, 11, 12 and 13 show the number and proportion of blacks employed full-time in higher education as executive/administrators/managers, faculty and other professionals. Data for both fall 1979 and fall 1983 are included.

Black employment in higher education is predicated on the number of available black individuals with the required credentials. Besides availability, two factors limit black employment in higher education at the administrative, faculty and professional level: stability and competition.

Stability. After the rapid growth period of the 1960s, higher education is experiencing relatively little growth. A reduction in the number of students in attendance began in 1984. This decrease is expected to continue through the mid-1990s. In a period of no growth, relatively few new employment opportunities are available. As this is a national problem, the usual turnover of personnel moving to institutions in other states also has decreased. The no-growth situation is especially acute in the academic disciplines which traditionally have had a relatively high number of qualified blacks: education and the social sciences. Because the median age of all tenured, full-time faculty employed in Maryland public institutions is only 46 years, relatively few faculty are approaching retirement. For those faculty who are near retirement, new laws designed to eliminate age discrimination may have the effect of further delaying their retirements, thus, limiting new opportunities for employment which might have been formerly available.

Competition. The academic disciplines experiencing growth (i.e., computer sciences and engineering) are precisely the areas with traditionally small numbers of qualified blacks. Keen competition for qualified blacks in these areas has resulted. This competition within higher education has been compounded by competition from the private sector, which generally is able to offer better remuneration.

Within the constraints imposed by these external factors, Maryland commits itself to improve the current situation reflected in Tables 10, 11, 12 and 13. Specifically, and except as may be otherwise required by federal regulations applicable to certain institutions or as may be appropriate to enhancing the historically black institutions, Maryland commits itself to the attainment of the following goals.

OBJECTIVE #20

THE PROPORTION OF BLACK FACULTY AND ADMINISTRATORS AT EACH INSTITUTION AND ON THE STAFFS OF EACH GOVERNING BOARD, OR ANY OTHER PUBLIC HIGHER EDUCATION ENTITY, IN POSITIONS NOT REQUIRING THE DOCTORAL DEGREE, SHALL BE AT LEAST EQUAL TO THE PROPORTION OF BLACK STUDENTS GRADUATING WITH MASTER'S DEGREES IN THE APPROPRIATE DISCIPLINE FROM PUBLIC INSTITUTIONS WITHIN THE STATE OR THE PROPORTION OF BLACK INDIVIDUALS WITH THE REQUIRED CREDENTIALS FOR SUCH POSITIONS IN THE RELEVANT LABOR MARKET AREA, WHICHEVER IS GREATER.

THE PROPORTION OF BLACK FACULTY AND ADMINISTRATORS AT EACH INSTITUTION AND ON THE STAFF OF EACH GOVERNING BOARD OR ANY OTHER PUBLIC HIGHER EDUCATION ENTITY, IN POSITIONS REQUIRING THE DOCTORAL DEGREE, SHALL BE AT LEAST EQUAL TO THE PROPORTION OF BLACK INDIVIDUALS WITH THE CREDENTIALS REQUIRED FOR SUCH POSITIONS IN THE RELEVANT LABOR MARKET AREA.

THE PROPORTION OF BLACK NON-ACADEMIC PERSONNEL (BY JOB CATEGORY) AT EACH INSTITUTION AND ON THE STAFF OF EACH GOVERNING BOARD OR ANY OTHER PUBLIC HIGHER EDUCATION ENTITY, SHALL AT LEAST EQUAL THE PROPORTION OF BLACK PERSONS WITH THE CREDENTIALS REQUIRED FOR SUCH POSITIONS IN THE RELEVANT LABOR MARKET AREA.

HEREAFTER, AND UNTIL THE PREVIOUS THREE GOALS ARE MET FOR THE TRADITIONALLY WHITE INSTITUTIONS AS A WHOLE, THE PROPORTION OF BLACKS HIRED TO FILL FACULTY AND ADMINISTRATIVE VACANCIES SHALL NOT BE LESS THAN THE PROPORTION OF BLACK INDIVIDUALS WITH THE CREDENTIALS REQUIRED FOR SUCH POSITIONS IN THE RELEVANT LABOR MARKET AREA.

EACH INSTITUTION, THE STATE BOARD FOR HIGHER EDUCATION, UNIVERSITY OF MARYLAND CENTRAL ADMINISTRATION, BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND COLLEGES, AND STATE BOARD FOR COMMUNITY COLLEGES SHALL INCORPORATE IN THEIR ANNUAL AFFIRMATIVE ACTION PLAN UPDATES AN ANALYSIS OF THE RELEVANT LABOR MARKET (BY HEGIS CATEGORY FOR FACULTY) AND SHALL SPECIFY APPROPRIATE GOALS FOR MINORITY HIRING. THE AFFIRMATIVE ACTION PLANS SHALL BE SUBMITTED FOR EVALUATION TO THE STATE BOARD FOR HIGHER EDUCATION.

The State, in 1984, submitted to OCR affirmative action plans for employment in Maryland public institutions of higher education. The time period covered by these plans is consistent with the period covered by this Plan. Maryland is committed to review and revise, as appropriate the institutional affirmative action plans within 90 days, after receipt of OCR's assessment of these plans.

Aware of the role that search committees play in higher education, Maryland further commits itself to the following:

OBJECTIVE #21

SEARCH COMMITTEES ESTABLISHED TO NOMINATE, REVIEW, RECOMMEND AND/OR APPOINT APPLICANTS TO THE POSITION OF CHIEF EXECUTIVE OFFICER OF A SYSTEM, INSTITUTION, CAMPUS OR BOARD ASSOCIATED WITH HIGHER EDUCATION, SHALL INCLUDE BLACK REPRESENTATION.

B. Governing Boards

As is the case in most states, policy for higher education in Maryland is formulated by appointed lay boards. The Fall 1983 racial composition of these boards is depicted in Table 14.

OBJECTIVE #22

MARYLAND IS COMMITTED TO CONTINUE AT LEAST THE PRESENT RATE OF APPOINTMENT OF BLACK PERSONS TO STATEWIDE AND SEGMENTAL BOARDS WITH A MEMBERSHIP REFLECTING THE STATE'S RACIAL DISTRIBUTION AND TO LOCAL BOARDS WITH A MEMBERSHIP REFLECTING THE RACIAL DISTRIBUTION OF THE SERVICE AREA; AND TO INCREASE THE APPOINTMENT OF BLACK PERSONS TO THOSE LOCAL BOARDS WITH A MEMBERSHIP WHICH DOES NOT REFLECT THE RACIAL DISTRIBUTION OF THE SERVICE AREA.

V. IMPLEMENTATION AND MONITORING

The State Board for Higher Education is charged with the overall responsibility for coordinating and monitoring the effective implementation of the State's Equal Postsecondary Educational Opportunity Plan.

OBJECTIVE #23

MARYLAND IS COMMITTED TO SUBMIT TO OCR BY AUGUST 15, 1986 AND EACH YEAR THEREAFTER A COMPREHENSIVE NARRATIVE ASSESSMENT OF ITS DESEGREGATION EFFORTS IN THE MOST RECENT ACADEMIC YEAR. THIS NARRATIVE ASSESSMENT SHALL INCLUDE:

1. A DESCRIPTION OF THE SPECIFIC MEASURES WHICH HAVE BEEN TAKEN TO ACHIEVE THE OBJECTIVES ENUMERATED IN THE PLAN;

2. A DESCRIPTION OF THE RESULTS ACHIEVED, INCLUDING QUANTITATIVE INDICES WHERE APPROPRIATE OR REQUIRED;

3. AN ANALYSIS OF THE REASONS WHY ANY STEPS TAKEN PROVED INADEQUATE OR INSUFFICIENT; AND

4. A DESCRIPTION OF THE STEPS THE STATE WILL TAKE TO ACHIEVE PROGRESS AND TO MAINTAIN THE TIMETABLES SET FORTH IN THE PLAN.

MARYLAND SHALL SUBMIT YEARLY TO OCR THE STATISTICAL DATA SPECIFIED IN THE OCR 1000 REPORT (FALL 1984 EDITION). IN LIEU OF OCR FORM B-6, THE SBHE SHALL CONDUCT A SURVEY OF A STATEWIDE RANDOMLY SELECTED SAMPLE OF UNDERGRADUATE STUDENTS NOT RETURNING TO THE PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS. DEPENDING ON THE VALIDITY OF THE DATA OBTAINED THROUGH THIS SURVEY, THE SBHE WILL DECIDE WHETHER TO CONDUCT IT ON A REGULAR BASIS.

THE SBHE SHALL CONTINUE TO HAVE AND EXERCISE THE CENTRAL RESPONSIBILITY FOR COORDINATING AND MONITORING THE EFFECTIVE IMPLEMENTATION OF THIS PLAN.

THE SBHE SHALL CONTINUE TO COLLECT THE DATA NECESSARY TO MONITOR AND EVALUATE PROGRESS TOWARDS THE GOALS INCLUDED IN THIS PLAN.

THE SBHE SHALL CONTINUE TO PARTICIPATE IN THE RESOLUTION OF CONFLICTS THAT PERTAIN TO EQUAL OPPORTUNITY.

THE SBHE SHALL CONTINUE TO CONDUCT LONGITUDINAL STUDIES ON ISSUES RELATED TO BLACK PARTICIPATION IN HIGHER EDUCATION.

THE SBHE SHALL CONTINUE TO SERVE AS A REPOSITORY OF CAMPUS AND SEGMENT AFFIRMATIVE ACTION PLANS.

THE SBHE SHALL CONTINUE TO EVALUATE THE IMPACT ON EQUAL POSTSECONDARY EDUCATIONAL OPPORTUNITY OF NEW ACADEMIC PROGRAM AND FACILITY PROPOSALS.

THE SBHE SHALL INCLUDE AN EVALUATION OF EFFORTS TO INSURE EQUAL POSTSECONDARY EDUCATIONAL OPPORTUNITY AND THE RESULTS OF THESE EFFORTS IN THE SBHE INSTITUTIONAL EVALUATION PROCESS.

THE SBHE SHALL INCLUDE EQUAL POSTSECONDARY EDUCATIONAL OPPORTUNITY CONCERNS IN THE SPECIAL INTER-INSTITUTIONAL REVIEWS OF EXISTING PROGRAMS.

TABLES

TABLE 1

OPERATING BUDGET ENHANCEMENTS

1985-1989

BOWIE

Total - $1,116,594: $418,900 for science, mathematics and computer programs; $200,000 for development of new academic programs; and additional funding for the social sciences, business and economics, nursing, and student services.

COPPIN

Total - $716.048: $339,221 for science, mathematics and computers; $200,000 for development of new programs; and additional funding for the social sciences, nursing, humanities and student services.

MORGAN

Total - $6.3 million: $5 million for engineering: additional funding for social science, business and economics and humanities programs as well as for the library and student services programs.

UMES

Total - $3.6 million: $1.2 million for the 1980 Land Grant program; $575,700 for science, mathematics and computer programs; $310,610 for the business and economics programs, $388,350 for agricultural studies and funds for education, humanities, human ecology, hotel and restaurant management, student services and deferred maintenance.

TABLE 2

PROJECTED CAPITAL EXPENDITURES
AT TRADITIONALLY BLACK INSTITUTIONS
FY 1985 - FY 1989

		STATUS
BOWIE		
Second Electrical Feeder	$ 87,000	Included in Governor's FY 86 Capital Budget.
Science Building Renovation	2,105,000	$80,000 appropriated to date; architect will be selected April, 1985.
King Communications Center Roof	388,000	FY 85 Budget
Total	$ 2,580,000	
COPPIN		
Utility Improvements	$ 38,000	FY 1987-89 Budgets
Science Building Alterations	5,060,000	Architect to be selected May, 1985. FY 1985 - $235,000 appropriation for planning
Gym Expansion and Maintenance Facility	7,300,000	$7 million appropriated to date; construction to begin spring 1985. FY 86 Equipment - $70,000
Total	$12,398,000	
MORGAN		
Soper Library	$ 330,000	$30,000 planning funds included in FY 86 budget to correct structural faults; remaining $300,000 to be included in FY 87 budget.
Science Complex Alteration & Addition	22,265,000	Moving forward; $13M appropriated to date; construction should be bid 5/85.
South Campus Road	279,000	$58,000 appropriated to date; architect selected 10/84.
Gym Renovation	4,545,000	$85,000 appropriated to date; construction funds included in FY 86 budget.
McMechen Hall Completion	1,950,000	Planning funds to be provided in FY 87 budget
Field House Renovation (Planning)	75,000	FY 89 - FY 90 budget requests
Fine Arts Complex Renovation	650,000	Planned for FY 89-91 budgets
Engineering	7,500,000	$335,000 included in FY 86 budget for new engineering building. Total cost will be approximately $7.5 million
Total	$37,594,000	
UMES		
Agricultural Mechanical Facility	$ 560,000	FY 88 budget
Building Safety Modifications	325,000	FY 1986 budget includes $175,000; balance in FY 1987.
Extension of Science Building	2,171,000	FY 87 - FY 90 budgets
Somerset and Bird Renovation	4,210,000	$3,710,000 in FY 86 budget; balance in FY 1988

Early Childhood Center & Lida Brown Renovation	1,510,000	FY 87 - FY 89 budgets
Swine Research Facility	300,000	Funds appropriated; architect to be selected May 1985
Utilities Extension	3,042,000	FY 86 request - $400,000 + FY 87 + FY 88 budgets - $600,000; $2,042,000 appropriated in prior years
Total	$12,118,000	
GRAND TOTAL	$64,690,000	

Note: The State does not have a priority list of projects among those listed in the Governor's Five-Year Capital Budget. Only projects having high priority are included in this budget. All projects listed above for TBI's have been included in the Governor's Five-Year Capital Budget.

TABLE 3

PROGRAMS WITH GREATER THAN 25% DECLINE
IN BOTH ENROLLMENT AND DEGREES AWARDED
1977-83

Elementary Ed. (Bachelor's)

UMCP
Bowie
Coppin
Morgan
Towson
UMES
* Salisbury

Elementary Ed. (Masters)

* UMCP
Bowie
Towson
Morgan

Spec. Ed. (Masters)

Bowie
UMCP

Early Childhood (Bachelor's)

UMCP
Bowie
Coppin
Towson

Guidance & Counseling (Masters)

* UMCP
Bowie

Educational Administration (Masters)

* Bowie
UMCP

Reading (Masters)

Towson
Morgan

Art Ed. (Bachelor's)

UMCP
* Bowie
Towson
Morgan

Music Ed. (Bachelor's)

* Bowie
UMCP
Morgan
* Towson

Phys. Ed. (Bachelor's)

Bowie
UMCP
Salisbury
* UMES
Towson
Morgan

Medical Technician

Morgan
Towson

Note: Programs with an asterisk have not had a decline of 25% or more in both enrollment and degrees. These are programs located in a region in which a duplicate has had such declines.

TABLE 4

ENROLLMENT IN PROGRAMS APPROVED
AT TBI'S SINCE 1976

Program Title	Level	Fall 1984 Enrollment	% Other Race In Program
Bowie			
Journalism	Bachelors	22	13.6%
Comm. Media	Bachelors	140	7.1%
Computer Science	Bachelors	96	25.0%
Nursing	Bachelors	94	54.3%
Public Admin.	Bachelors	29	34.5%
Technology	Bachelors	2	0%
Admin. Management	Masters	100	46.0%
Human Resource Dev.	Masters	27	44.4%
Coppin			
Philosophical Theol.	UDC	0	-
Management Science	Bachelors	338	11.5%
Computer Science	Bachelors	50	6.0%
Adapted Phys Ed.	Bachelors	15	0%
Philosophical Theol.	Bachelors	0	-
Applied Psych.	Bachelors	73	4.1%
Adult & Cont. Ed.	Masters	10	10.0%
Morgan			
Management	Bachelors	121	7.4%
Marketing	Bachelors	0	-
Telecommunication	Bachelors	240	2.9%
Computer Science	Bachelors	191	8.4%
Info. Systems	Bachelors	53	11.3%
Civil Engineering	Bachelors	0	-
Elec. Engineering	Bachelors	97	9.3%
Indus. Engineering	Bachelors	0	-
Religious Studies	Bachelors	13	7.7%
Engineering Physics	Bachelors	23	17.4%
Architecture	Masters	23	78.3%
Landscape Architect.	Masters	27	85.2%
Urban Design	Masters	0	-
Urban Transportation	Masters	34	29.4%
Adapted & Dev. Ed.	Masters	0	-
Economics	Masters	18	66.7%
Sociology	Masters	9	33.3%
International Studies	Masters	0	-
Urban Education	Doctorate	36	33.3%

TABLE 4 (Cont'd)

ENROLLMENT IN PROGRAMS APPROVED
AT TBI'S SINCE 1976

Program Title	Level	Fall 1984 Enrollment	% Other Race In Program
UMES			
Poultry Tech.	Bachelors	17	82.4%
Environmental Science	Bachelors	5	60.0%
Accounting	Bachelors	7	57.1%
Hotel & Rest. Mgmt.	Bachelors	51	56.9%
Computer Science	Bachelors	107	32.7%
Elementary/Spec. Ed.	Bachelors	19	31.6%
Engineering Tech.	Bachelors	17	70.6%
Const. Mgmt Trade	Bachelors	21	66.7%
Physical Therapy	Bachelors	33	84.8%
Marine-Est-Env.	Masters	7	71.4%
Special Education	Masters	7	100.0%
Guidance & Counseling	Masters	29	27.6%
Agri. Extension Ed.	Masters	9	66.7%

TABLE 5

PROGRAMS PLANNED FOR IMPLEMENTATION DURING NEXT FIVE YEARS

	TITLE	LEVEL
BOWIE	*MANAGEMENT INFORMATION SYSTEMS	MASTERS
	*COMPUTER SCIENCE	MASTERS
	GERONTOLOGY	BACHELORS
	NURSING	MASTERS
COPPIN	MATH FOR ELEMENTARY EDUCATION	BACHELORS
	SECONDARY READING SPECIALIST	MASTERS
	EDUCATION OF THE VISUAL AND HEARING IMPAIRED	BACHELORS
MORGAN	LANDSCAPE ARCHITECTURE	BACHELORS
	FASHION MERCHANDISING	BACHELORS
	THERAPEUTIC RECREATION	MASTERS
	AFRICAN-AMERICAN STUDIES	MASTERS
	HISTORY	DOCTORATE
	FINANCE	BACHELORS
	READING	DOCTORATE
	**FOREIGN LANGUAGES	MASTERS
UMES	AGRICULTURE-BUSINESS	BACHELORS
	*GENERAL STUDIES	BACHELORS
	APPLIED COMPUTER SCIENCE	MASTERS
	HOME ECONOMICS EXTENSION	MASTERS
	*TOXICOLOGY	MASTERS
	**TOXICOLOGY DOCTORATE	DOCTORATE
	OCCUPATIONAL THERAPY	BACHELORS
	ENVIRONMENTAL SCIENCE EDUCATION	MASTERS
	BIOLOGICAL SCIENCES	MASTERS
	AGRICULTURE MECHANIZATION	BACHELORS

* Approved by SBHE for implementation in 1985
** Approved by SBHE in May 1985

TABLE 6

FIRST-TIME FULL-TIME FRESHMEN IN COMMUNITY COLLEGES

FALL 1983

Institution	Total	Black	%Black	Spring 1983 H.S. Grads. %Black*
Allegany	428	9	2.1%	1.1%
Anne Arundel	799	62	7.8%	NA
Cecil	117	5	4.3%	4.5%
Charles	275	37	13.5%	26.2%
Chesapeake College	170	27	15.9%	25.0%
Comm Coll of Baltimore	1163	1000	86.0%	80.0%
Frederick	298	14	4.7%	7.4%
Garrett	116	8	6.9%	0%
Hagerstown Jr.	387	25	6.5%	2.1%
Harford	402	48	11.9%	9.4%
Howard	213	26	12.2%	14.5%
Prince George's	1457	500	34.3%	46.6%
Wor-Wic Tech	118	36	30.5%	37.3%
Comm Colleges Balto. Co.				
Catonsville	869	199	22.9%	8.9%
Dundalk	225	28	12.4%	
Essex	999	117	11.7%	
All Baltimore County	2093	344	16.4%	10.1%
Montgomery College				
Germantown	219	2	0.9%	
Rockville	1632	56	3.4%	
Takoma Park	423	126	29.8%	
All Montgomery Colleges	2274	184	8.1%	NA

* Percent black of the public high school graduates in service area. The service area of the community colleges is the county in which they are located except:

Catonsville Community College: Baltimore and Carroll Counties
Charles Comm College: Charles, Calvert, and St. Mary's Counties
Chesapeake Comm Coll: Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties
Wor-Wic Tech Comm Coll: Wicomico, Worcester and Somerset Counties

TABLE 7

PART-TIME ENROLLMENT IN COMMUNITY COLLEGES

FALL 1983

Institution	Total	Black	% Black	Service Area Population % Black*
Allegany	904	10	1.1%	1.6%
Anne Arundel	6644	478	7.2%	11.6%
Cecil	1200	33	2.8%	5.3%
Charles	3342	273	8.2%	19.1%
Chesapeake College	1485	103	6.9%	21.6%
Comm College of Baltimore	5339	3895	73.0%	54.8%
Frederick	2361	85	3.6%	5.5%
Garrett	362	0	-	.2%
Hagerstown Jr.	1710	76	4.4%	4.2%
Harford	3580	249	7.0%	8.3%
Howard	2831	288	10.2%	11.7%
Prince George's	10715	4187	39.1%	37.3%
Wor-Wic Tech	660	145	22.0%	25.1%
Comm Coll of Baltimore Co.				
Catonsville	9115	1128	12.4%	3.5%
Dundalk	2617	187	7.1%	
Essex	7488	317	4.2%	
All Balto Co. Comm. Coll.	19220	1632	8.5%	8.2%
Montgomery College				
Germantown	2114	63	3.0%	
Rockville	8492	458	5.4%	
Takoma Park	3518	779	22.1%	
All Montgomery Colleges	14124	1300	9.2%	8.8%

* 1980 U.S. Census

TABLE 8

ASSESSMENT OF MARYLAND'S STATUS WITH RESPECT TO OCR'S GUIDELINE II.C

	FY82 Bach Degree Recip. Enr Grad Pgm Fall 1982*				Assessment**
	Black		White		Black
	N	Rate	N	Rate	N
Agriculture & Natural Res.					
- In Graduate Program	0	0%	17	6.4%	+ .5
- Bachelor's Recipients	8		265		
Architecture & Environ Des.					
- In Graduate Program	1	33.3%	6	11.1%	***
- Bachelor's Recipients	3		54		
Area Studies					
- In Graduate Program	0	0%	1	3.0%	+ .1
- Bachelor's Recipients	2		33		
Biological Sciences					
- In Graduate Program	1	2.1%	20	5.0%	+1.4
- Bachelor's Recipients	47		398		
Business & Management					
- In Graduate Program	48	11.7%	125	6.1%	***
- Bachelor's Recipients	410		2044		
Communications					
- In Graduate Program	1	1.5%	6	1.4%	***
- Bachelor's Recipients	65		421		
Computer & Info Science					
- In Graduate Program	0	0%	4	2.2%	+ .2
- Bachelor's Recipients	9		185		
Education					
- In Graduate Program	14	6.1%	43	5.3%	***
- Bachelor's Recipients	231		816		
Engineering					
- In Graduate Program	1	7.7%	27	6.2%	***
- Bachelor's Recipients	13		433		
Fine and Applied Arts					
- In Graduate Program	1	3.3%	11	3.9%	+ .2
- Bachelor's Recipients	30		283		

TABLE 8 (Cont'd)

ASSESSMENT OF MARYLAND'S STATUS WITH RESPECT TO OCR'S GUIDELINE II.C

	FY82 Bach Degree Recip. Enr Grad Pgm Fall 1982*				Assessment**
	Black		White		Black
	N	Rate	N	Rate	N
Foreign Languages					
- In Graduate Program	0	0%	4	6.5%	+ .3
- Bachelor's Recipients	5		62		
Home Economics					
- In Graduate Program	3	11.1%	8	2.4%	***
- Bachelor's Recipients	27		331		
Letters					
- In Graduate Program	1	2.0%	8	2.9%	+ .5
- Bachelor's Recipients	50		278		
Mathematics					
- In Graduate Program	1	3.3%	4	3.7%	+ .1
- Bachelor's Recipients	30		108		
Physical Sciences					
- In Graduate Program	0	0%	9	6.6%	+1.4
- Bachelor's Recipients	21		136		
Psychology					
- In Graduate Program	3	2.8%	22	5.2%	+2.6
- Bachelor's Recipients	107		423		
Public Affairs & Service					
- In Graduate Program	22	16.9%	62	15.6%	***
- Bachelor's Recipients	130		398		
Social Sciences					
- In Graduate Program	1	.4%	41	3.4%	+7.4
- Bachelor's Recipients	247		1206		
Interdis/Other/Unknown					
- In Graduate Program	14	4.3%	91	4.1%	***
- Bachelor's Recipients	326		2245		
Total					
- In All Graduate Pgms	122	6.9%	661	6.5%	***
- All Bach Recipients	1761		10119		

TABLE 8 (Cont'd)

ASSESSMENT OF MARYLAND'S STATUS WITH RESPECT TO OCR'S GUIDELINE II.C

	FY82 Bach Degree Recip. Enr Grad Pgm Fall 1982*				Assessment**
	Black		White		Black
	N	Rate	N	Rate	N
Law					
- In Professional Schools	8	.5%	98	1.0%	+9.6
- All Bach Recipients	1761		10119		
Health					
- In Professional Schools	2	.1%	54	.5%	+6.8
- All Bach Recipients	1761		10119		

* Maryland Public Institutions only.

** Based on 1982 data, the number of additional black students who would have been needed to achieve a rate consistent with OCR Guideline II.C.

*** No additional black students would have been needed. Maintenance or betterment of current rate would keep Maryland consistent with OCR's Guideline II.C.

TABLE 9

TRANSFER RATES TO FOUR-YEAR INSTITUTIONS
OF A.A. RECIPIENTS FROM COMMUNITY COLLEGES

		Black	White	Total
A.A. in Voc. Tech. Pgms FY83	#	716	2873	3834
Transferred to 4-Yr Public Inst by Fall 83	#	132	417	599
	%	18.4%	14.5%	15.6%
A.A. in Trans. Pgms FY83	#	397	2171	2735
Transferred to 4-Yr Public Inst by Fall 83	#	141	841	1044
	%	35.5%	38.7%	38.2%
All A.A. Recipients in FY83	#	1125	5127	6669
Transferred to 4-Yr Public Inst by Fall 83	#	273	1258	1643
	%	24.3%	24.5%	24.6%

TYPE OF INSTITUTION COMMUNITY COLLEGE
A.A. DEGREE RECIPIENTS TRANSFERRED TO

		Black	White	Total
A.A. Recipients Who Trans. to 4-Year Institution	#	273	1258	1643
	%	100%	100%	100%
To Historically Black Instit	#	89	27	120
	%	32.6%	2.1%	7.3%
To Historically White Instit	#	184	1231	1523
	%	67.4%	97.9%	92.7%

TABLE 10
FULL-TIME EMPLOYEES BY RACE
- EXECUTIVE/ADMINISTRATIVE/MANAGERIAL -

	1979			1983		
	Black	Total	% Black	Black	Total	% Black
COMMUNITY COLLEGES						
Allegany	0	10	---	0	12	---
Anne Arundel	0	16	---	0	29	---
Catonsville	1	36	2.8	1	41	2.4
Cecil	0	13	---	0	10	---
Charles	0	13	---	1	6	16.7
Chesapeake	0	16	---	1	19	5.3
Comm. Coll. Baltimore	11	32	34.4	10	23	43.5
Dundalk	0	24	---	1	27	3.7
Essex	1	25	4.0	0	32	---
Frederick	1	18	5.6	1	23	4.3
Garrett	0	7	---	0	7	---
Hagerstown Jr.	0	15	---	0	16	---
Harford	0	21	---	0	30	---
Howard	2	22	13.6	3	19	15.8
Mont - Central Admin	3	30	10.0	5	33	15.2
Mont - Rockville	0	10	---	1	7	14.3
Mont - Takoma Park	1	7	14.3	1	5	20.0
Mont - Germantown	1	9	11.1	1	5	20.0
Prince George's	6	37	16.2	5	37	13.5
Wor-Wic Tech	0	8	---	0	5	---
Total Community Colleges	28	369	7.6	31	386	8.0
STATE COLLEGES & UNIVERSITIES						
Bowie	31	42	73.8	32	43	74.4
Coppin	41	44	93.2	46	49	93.9
Frostburg	4	29	13.8	6	60	10.0
Morgan	94	107	87.9	78	92	84.8
St. Mary's	0	12	---	0	20	---
Salisbury	4	46	8.7	1	26	3.8
Towson	8	108	7.4	12	158	7.6
University of Baltimore	8	45	17.8	9	59	15.3
Total State Colleges	190	433	43.9	184	507	36.3
UNIVERSITY OF MARYLAND						
UMAB	5	76	6.6	10	113	8.8
UMBC	8	35	22.9	2	33	6.1
UMCP	14	176	8.0	12	208	5.8
UMES	15	21	71.4	19	25	76.0
UMUC	0	24	---	0	31	---
UMCE	1	8	12.5	0	5	---
UMEX				0	4	---
Total University of Maryland	45	348	12.9	43	419	10.3
Historically Black Instit	181	214	84.6	175	209	83.7
All Other Institutions	82	936	8.6	83	1103	7.7
Total Statewide	263	1150	22.9	258	1312	19.7

TABLE 11
FULL-TIME FACULTY BY RACE

	1979			1983		
	Black	Total	% Black	Black	Total	% Black
COMMUNITY COLLEGES						
Allegany	0	94	---	0	78	---
Anne Arundel	3	172	1.7	5	182	2.7
Catonsville	5	217	2.3	8	233	3.4
Cecil	0	21	---	0	29	---
Charles	2	39	5.1	3	44	6.8
Chesapeake	2	27	7.4	1	34	2.9
Comm. Coll. of Baltimore	39	155	25.2	56	167	33.5
Dundalk	3	45	6.7	4	55	7.3
Essex	1	166	.6	2	178	1.1
Frederick	0	30	---	2	39	5.1
Garrett	0	22	---	0	22	---
Hagerstown Jr.	1	56	1.8	0	76	---
Harford	0	79	---	1	84	1.2
Howard	4	41	9.8	5	44	11.4
Mont - Central Admin	0	3	---	0	0	---
Mont - Rockville	5	263	1.9	8	234	3.4
Mont - Takoma Park	2	81	2.5	3	75	4.0
Mont - Germantown	0	23	---	0	29	---
Prince George's	14	234	6.0	17	238	7.1
Wor-Wic Tech	0	17	---	1	20	5.0
All Community Colleges	81	1785	4.5	116	1861	6.2
STATE COLLEGES						
Bowie	66	109	60.6	66	111	59.5
Coppin	81	137	59.1	71	110	64.5
Frostburg	3	181	1.7	4	193	2.1
Morgan	228	303	75.2	177	241	73.4
St. Mary's	1	65	1.5	1	68	1.5
Salisbury	6	185	3.2	4	181	2.2
Towson	10	461	2.2	15	456	3.3
University of Baltimore	3	126	2.4	2	140	1.4
Total State Colleges	398	1567	25.4	340	1500	22.7
UNIVERSITY OF MARYLAND						
UMCA				0	4	---
UMAB	39	721	5.4	31	748	4.1
UMBC	15	267	5.6	19	315	6.0
UMCP	59	1631	3.6	64	1871	3.4
UMES	34	78	43.6	27	75	36.0
UMUC	0	12	---	0	9	---
UMCE	0	43	---	0	59	---
UMEX	33	199	16.6	35	180	19.4
Total University of Maryland	180	2951	6.1	176	3261	5.4
Historically Black Inst.	409	627	65.2	341	537	63.5
All Other Institutions	250	5676	4.4	291	6085	4.8
Total Statewide	659	6303	10.5	632	6622	9.5

TABLE 12
FULL-TIME EMPLOYEES BY RACE
- OTHER PROFESSIONALS -

	1979			1983		
	Black	Total	% Black	Black	Total	% Black
COMMUNITY COLLEGES						
Allegany	0	0	---	0	19	---
Anne Arundel	3	18	16.7	3	35	8.6
Catonsville	5	44	11.4	2	28	7.1
Cecil	1	5	20.0	0	10	---
Charles	2	21	9.5	7	35	20.0
Chesapeake	1	10	10.0	0	17	---
Comm. Coll. of Baltimore	22	46	47.8	9	24	37.5
Dundalk	0	5	---	1	11	9.1
Essex	2	30	6.7	2	23	8.7
Frederick	0	2	---	0	1	---
Garrett	0	0	---	0	0	---
Hagerstown Jr.	0	7	---	0	7	---
Harford	0	0	---	0	0	---
Howard	0	0	---	4	28	14.3
Mont - Central Admin	0	31	---	6	43	14.0
Mont - Rockville	0	9	---	3	35	8.6
Mont - Takoma Park	1	8	12.5	4	14	28.6
Mont - Germantown	0	5	---	0	8	---
Prince George's	2	16	12.5	2	16	12.5
Wor-Wic Tech	0	0	---	0	8	---
Total Community Colleges	39	257	15.2	43	362	11.9
STATE COLLEGES & UNIVERSITIES						
Bowie	7	15	46.7	10	25	40.0
Coppin	15	23	65.2	21	32	65.6
Frostburg	2	47	4.3	1	20	5.0
Morgan	35	47	74.5	35	47	74.5
St. Mary's	1	30	3.3	0	25	---
Salisbury	0	20	---	2	36	5.6
Towson	8	73	11.0	6	55	10.9
University of Baltimore	2	30	6.7	3	27	11.1
Total State Colleges	70	285	24.6	78	267	29.2
UNIVERSITY OF MARYLAND						
UMAB	210	1891	11.1	296	2403	12.3
UMBC	14	109	12.8	18	108	16.7
UMCP	63	675	9.3	73	668	10.9
UMES	27	45	60.0	29	42	69.0
UMUC	4	66	6.1	3	76	3.9
UMCE	0	12	---	0	13	---
UMEX	0	2	---	4	27	14.8
Total University of Maryland	318	2800	11.4	423	3337	12.7
Historically Black Instit.	84	130	64.6	95	146	65.1
All Other Institutions	343	3212	10.7	449	3820	11.8
Total Statewide	427	3342	12.8	544	3966	13.7

TABLE 13

RACIAL COMPOSITION OF FULL-TIME EMPLOYEES
OF STATE AGENCIES AND BOARDS
ASSOCIATED WITH HIGHER EDUCATION
FALL 1983

	Exec/Admin/Manager			Professional		
	Black	Total	% Black	Black	Total	% Black
Board for Higher Ed.	1	5	20.0%	3	21	14.3%
Higher Ed. Loan Corp.	0	1	-	0	4	-
Scholarship Board	2	7	28.6%	0	0	-
BTSUC	0	4	-	2	33	6.1%
Bd. Community Colleges	0	1	-	1	6	16.7%
UM - Central Admin.	4	28	14.3%	1	44	2.3%
Total	7	46	15.2%	7	108	6.5%

TABLE 14

RACIAL COMPOSITION OF BOARDS
ASSOCIATED WITH HIGHER EDUCATION
FALL 1983

	Total	Black		Service Area Population
	N	N	%	% Black
Statewide Boards				
SBHE	11	3	27.3	
Higher Ed. Loan Corp.	11	1	9.1	
St. Scholarship Board	9	2	22.2	
Segmental Boards				
Board Regents - UM	14	3	21.4	
BTSUC	15	3	20.0	
Board Regents - Morgan	13	9	69.2	
Bd. Trustees-St. Mary's	12	1	8.3	
St. Bd. Comm. Colleges	7*	2	28.6	
Local Boards				
Allegany	7	0	---	1.6
Anne Arundel	7*	1	14.3	11.6
Balt. Co. Comm. College	9	1	11.1	8.2
Cecil	7	1	14.3	5.3
Charles	7	1	14.3	19.1
Chesapeake	10	1	10.0	21.6
Comm. Coll. of Balt.	7	3	42.9	54.8
Frederick	7	1	14.3	5.5
Garrett	6*	0	---	0.2
Hagerstown	7	0	---	4.2
Harford	7	1	14.3	8.3
Howard	7	3	42.9	11.7
Montgomery	8	2	25.0	8.8
Prince George's	8	2	25.0	37.3
Wor-Wic Tech	7	1	14.3	25.1

* Indicates vacancy in 1983.

Note: Service area population from 1980 U.S. Census

SIGNATURES

SIGNATURE PAGE

The following persons indicate by their signatures their commitment to meet, on behalf of the State of Maryland, and within the legal and practical limitations of their authority, the goals set forth in this Plan.

Sheldon H. Knorr
Commissioner of Higher Education

Jean B. Spencer
Executive Director
Board of Trustees of
State Universities & Colleges

Earl S. Richardson
President
Morgan State University

John S. Toll
President
University of Maryland

Edward T. Lewis
President
St. Mary's College of Maryland

Stephen D. Millman
Associate Executive Director
State Board for Community Colleges

SIGNATURE PAGE

Dr. Thomas E. Bellavance
President
Salisbury State College

James E. Lyons
President
Bowie State College

Dr. Calvin W. Burnett
President
Coppin State College

Dr. Hoke L. Smith
President
Towson State University

Dr. Nelson P. Guild
President
Frostburg State College

Dr. H. Mebane Turner
President
University of Baltimore

APPENDIX A

APPENDIX A

METHODOLOGY USED IN THE PROJECTIONS OF STUDENT ENROLLMENT

I. Projections of black enrollment in Maryland four-year colleges and universities for 1989.

Three steps are involved in projecting the number of black freshmen available to the four-year public institutions in 1989: first, projecting the number of 1989 black high school graduates; second, projecting the number of Fall 1989 black freshmen; and finally, projecting how many of these freshmen will enroll in four-year institutions.

A. Projection of 1989 black high school graduates

Two steps are involved in projecting 1989 black high school graduates: first, projecting the proportion of blacks among the graduates; second, translating that proportion into numbers.

1. Projection of the proportion of black students among the 1989 high school graduates

Recent data on high school graduates and historical birth data provide the basis to project the proportion of blacks in future high school classes. The following table shows the percentage blacks made up of high school graduates for the years 1976 to 1982.*

% Black of High School Graduates

Year	%	Change in %
1976	16.5%	-
1977	18.6%	+2.1
1978	19.8%	+1.2
1979	20.3%	+ .5
1980	20.7%	+ .4
1981	20.9%	+ .2
1982	20.9%	0

While there has been a steady increase in the proportion of blacks among high school graduates (16.5% in 1976 to 20.9% in 1982), the rate of increase has slowed each year (from 2.1 percentage points between 1976 and 1977 to no change between 1981 and 1982). These data suggest that changes will be minimal for

*Racial data compiled through the Maryland State Department of Education, "Survey of Graduating Seniors." For the private high schools, a constant 5% black among high school graduates has been assumed.

the next few years and that the percentage of blacks among high school graduates will remain around 21%.

The proportion of non-white births among all live births in Maryland for the years 1966 to 1971 (which correspond to the high school graduating classes of 1984 to 1989), was basically stable at around 22-23% with a modest increase in the last two years. This small increase may be partly attributed to the increasing proportion of non-blacks among the non-white population in Maryland. Past dramatic increases in the proportion of non-whites among all births is not expected to impact on the racial composition of high school graduating classes until the next decade. For the years 1984 to 1989 it may be assumed that the proportion of blacks among high school graduates will remain stable at recent levels (21%).

The following table displays the relationship between non-white births in 1958 to 1964 with black high school graduation trends in 1976 to 1982 respectively. This is expressed in the form of a ratio.

Year	% Non-White Births	Year	% Black High School Graduates	Ratio	Change
1964	22.3%	1982	20.9%	.937	-.004
1963	22.2%	1981	20.9%	.941	+.021
1962	22.5%	1980	20.7%	.920	+.014
1961	22.4%	1979	20.3%	.906	+.026
1960	22.5%	1978	19.8%	.880	+.064
1959	22.8%	1977	18.6%	.816	+.083
1958	22.5%	1976	16.5%	.733	-

Although the ratio of black high school graduates to non-white births was higher in graduation year 1982 than in 1976 (.937 to .733), the yearly rate of change declined from +.083 to -.004. This trend toward stability suggests that a significant increase in the proportion of black high school graduates due to improved retention rates among black high school students and the migration of black families into Maryland should not be expected. Therefore, it seems unlikely that the proportion of blacks among high school graduates will change significantly in the next five years, reinforcing the conclusion that it will remain stable at around 21%.

2. Projection of the number of 1989 black high school graduates.

The most recent SBHE projections show 54,264* high school graduates for 1989 (a drop of 7,314 graduates from the 1982 level). Assuming that 21% of them will be black, 11,395 black high school graduates are estimated for 1989.

B. Projections of 1989 black full-time freshmen

The following table shows data on the relationship between the number of high school graduates and first-time full-time enrollment in the State public higher education institutions (black students only).

Year	(1) Number of Spring H.S. Graduates	(2) Number of Full-Time Freshmen	Ratio (2)/(1)
1976	10241	4648	.454
1977	11500	5494	.478
1978	12405	4952	.400
1979	12564	5300	.422
1980	12703	5001	.394
1981	12727	5174	.407
1982	12870	4850	.377

Because of the reliability of the most recent data (1980, 1981, and 1982), the average ratio for those three years (.393) will be used to project the number of full-time black freshmen for 1989. Applying this ratio (.393) to the projected number of black high school graduates (11,395) results in 4,478 projected black freshmen in 1989.

C. Projections of the 1989 full-time freshmen by type of school.

The following table displays recent data on the share of the black full-time freshmen in community colleges and in four-year institutions.

Year	In 4-Yr Instit N	In 4-Yr Instit %	In Comm. Colleges N	In Comm. Colleges %	Full-Time Black Fresh. N	Full-Time Black Fresh. %
1980	2635	52.7%	2366	47.3%	5001	100%
1981	2671	51.6%	2503	48.4%	5174	100%
1982	2528	52.1%	2322	47.9%	4850	100%

*See next section of this appendix for the methodology used in these projections.

Community colleges averaged 47.9% of the black full-time freshmen enrolled during the last three years. Using 47.9% as the expected community colleges' share of the black full-time freshmen, it is projected that, of the 4,478 black freshmen expected in 1989, 2,149 will enroll in community colleges and 2,329 in four-year institutions. The goals for TWI's and TBI's adopted in this Plan assume that 2,523 black freshmen will enroll in 4-year institutions in 1989. The additional 194 students are expected to be attracted from the pool of black students now leaving the State to pursue higher education.

II. Methodology for projecting high school class size, 1985-1989

The size of the high school graduating classes from 1985 to 1989 has been projected from actual enrollment in 1982 in the grades that will become those graduating classes, as well as the "survival rates": the percentage of ninth graders, for example, who go on to graduate. Those survival rates have been constant for at least five years and are reliable.

The example of the graduating class of 1986 should clarify the methodology used. In fall 1982 there were 68,279 students enrolled in ninth grade in Maryland public (59,933) and private (8,346) schools. Most of this cohort is expected to graduate in June 1986. The expected number of June 1986 graduates is calculated based on the last five-year's average of the grade-to-grade survival rates (separate for public and private schools). These rates are:

	GRADE-TO-GRADE SURVIVAL RATES	
GRADES	PUBLIC	PRIVATE
9-10	.99931	.94724
10-11	.86769	.93691
11-12	.91021	.94807
12-Graduates	.96712	1.00752

These rates take into account both drop-outs and new students entering the "pipeline." Applying these rates to the ninth graders in 1982 yields a total expected number of high school graduates (for June 1986) of 52,821.

Similarly, the cohort which will graduate in June 1989 was enrolled in fall 1982 in sixth grade: 64,276 (55,023 in public schools, 9,253 in private ones). The grade-to-grade survival rates used in the projections were:

	GRADE-TO-GRADE SURVIVAL RATES	
GRADES	PUBLIC	PRIVATE
6-7	1.11165	1.07285
7-8	.97607	.98075
8-9	1.02587	.91633

(9th grade through graduation rates were displayed in the previous table).

Applying these rates to the sixth graders in 1982 yields a total expected number of high school graduates (for May 1989) of 54,264.

Note: This last cohort was counter to the long-term trend of declining high school graduates: the 1990 projections are for 50,802 graduates.